Wisconsin Standards for a Quality Program in Family and Consumer Education (FCE)
Documented Evidence

Standard	Illustrative Documented Evidence	
Quality Educator(s)		
Standard 1 Highly qualified educator(s) is licensed with appropriate certification to teach all corresponding courses and programs.	• Holds the 210 Family and Consumer Education license • Holds appropriate vocational license(s), such as, ➢211 Child Care Services – ACCT, CCT, Infant and Toddler ➢213 Food Service ➢215 Family & Community Services ➢216 HERO	• Obtains and updates relevant industry certifications/training, such as, ➢Food Service Programs: ServSafe, ProStart, Culinary Arts ➢Child Care: CPR, First Aid, SIDS, Red Cross Babysitting ➢ATOD educator training ➢Industry externship experiences ➢Hospitality/tourism internships ➢Personal Finance certificate
Standard 2 Educator(s) actively participates in relevant professional associations and continuous professional development.	• Participates as an active member in state/national associations: WFCE, WAFCS, WAML, WEA, WCCF; AAFCS, FCSE, ACTE, and ASCD • Presents at conferences • Contributes to professional publications • Provides leadership to professional organizations • Participates in/coordinates multi- and interdisciplinary learning initiatives	• Maintains the professional development plan • Conducts annual review and goal setting • Participates on school improvement teams • Continues education beyond license renewal • Prepares a written self-mentoring plan
Standard 3 Educator(s) exhibits leadership, teamwork, and professional and ethical practices.	• Serves as a cooperating teacher • Supervises practicum students • Serves on statewide/regional education committees • Pilots new programs and projects • Participates in local/state standards-related curriculum development • Contributes voluntary leadership in the district/school/department • Formulates partnerships and collaborates with community agencies	• Writes and obtains grants • Conducts educational/teacher research • Collaborates projects with external partners • Mentors initial educators • Serves in co-, inter-, or extra-curricular leadership role • Provides leadership in staff development: planning/delivery • Presents reasoned arguments to the school board

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Standard	Illustrative Documented Evidence	
Quality Educator(s) *continued*		
Standard 4 Educator(s) advocates for Career and Technical Education (CTE) and FCE by helping others understand how CTE/FCE contributes to student learning and development.	• Facilitates learning as faculty for adult education, technical college, and university • Develops and obtains resources to support the CTE and FCE programs • Testifies at public hearings on behalf of FCE or CTE • Participates in community activities or promotions • Displays student work in public settings	• Writes and submits news stories to local media about FCE program and student accomplishments • Develops and coordinates innovative projects or programs • Communicates with local, state, and national legislators • Collaborates with community agencies • Displays student work in the classroom
Program Planning		
Standard 5 Program plan(s) reflects the "work of family" approach based on clearly thought-out, defensible rationale.	• Develops curriculum plan based on state guidelines to curriculum planning • Participates on school or district planning team • Aligns local academic standards with state and national FCE standards • Aligns curriculum with academic and skill standards • Conducts ongoing evaluation-planning for program improvement and revision	• Collaborates on curriculum projects • Visits/communicates with other districts to evaluate/develop programs • Collaborates with post-secondary institutions • Utilizes community and business partners in program development • Conducts follow-up surveys
Standard 6 Program plan(s) focuses on development of comprehensive, standards-related elementary, middle, and high school "programs that work well."	• Implements current research-based initiatives and practices, such as, service learning; peer education; problem/project-based learning; authentic, performance-based instruction and assessment; interdisciplinary projects; applied academic programs; and brain-based learning • Balances course offerings to prepare students for roles of family member, consumer, citizen, and worker • Strives for vertical articulation in K-12 curriculum planning	• Provides peer education programs with vertical articulation of "*Work of Family*" concepts • Develops and maintains an active FCCLA program • Collaborates with elementary educators

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Standard	Illustrative Documented Evidence	
Program Planning *continued*		
Standard 7 Program element(s) is consistent and coherently sequenced with three major emphases: the family setting, family and consumer services, and co-curricular FCCLA (Family, Community, and Career Leaders of America) programs.	• Prepares a written curriculum plan • Balances course offerings to prepare students for roles of family member, consumer, citizen, and worker • Strives for vertical articulation in K-12 curriculum planning	• Defines progress toward achievement of standards through benchmarks • Integrates FCCLA national programs and STAR Events into K-12 courses and curriculum units • Provides for student integrative thinking and learning
Standard 8 Program(s) promotes educational equity.	• Increases participation of diverse student populations; e.g., special education, non-traditional, gender, ethnicity, and school-aged parents • Posts expectations for respectful student behavior • Uses multiple, alternative student assessment tools	• Uses non-biased classroom resources such as textbooks, artwork, posters, videos, and speakers • Adheres to ADA requirements • Expects students to practice ethical principles and behaviors
Curriculum, Instruction, and Student Assessment		
Standard 9 Collaborative, problem-based curriculum unit(s) addresses *Wisconsin's Model Academic Standards for FCE* with integration and application of other relevant state/national standards and competencies.	• Includes project and problem-based units of study in curriculum • Creates and implements interdisciplinary or multidisciplinary units of study • Develops and implements applied academic units • Uses classroom examples that demonstrate and recognize the importance of cultural diversity	• Includes youth leadership and peer education activities • Contributes to the Education for Employment plan • Articulates with post-secondary institutions for credit, advanced standing, and transcripted credit • Integrates FCCLA national programs and STAR Events into curriculum and instruction

Wisconsin Standards for a Quality Program in Family and Consumer Education (FCE)
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Standard	Illustrative Documented Evidence	
Curriculum, Instruction, and Student Assessment *continued*		
Standard 10 Family and consumer services curriculum unit(s) is aligned to relevant state and national standards or competencies and post-secondary courses.	• Uses training agreement and plans the integration of academic and skill standards • Utilizes skill standards and curricula for Child Care Services, Food Service, Family and Community Services, and ProStart • Conducts on-going work-place reviews and evaluations	• Articulates courses with post-secondary institutions for credit, advanced standing, and transcripted credit • Incorporates reflections on career and work-related dilemmas and work-based learning experiences • Provides work-place mentor training
Standard 11 Learning experience(s) is structured for active, performance-based learning that addresses individual differences in a student's learning needs and talents.	• Incorporates developmentally appropriate units of instruction and learning experiences designed to meet individual differences in learning needs and multiple learning styles • Encourages critical and creative thinking through the use of analogies, inductive and deductive reasoning, imagining, perspective-taking, developing and testing hypotheses, and transferring learning to new situations • Differentiates curriculum and instruction to challenge students at multiple ability levels	• Includes project- and problem-based learning experiences, cooperative learning, service-learning, multi- and interdisciplinary projects, youth leadership, technology integration, and self-reflection • Uses powerful teaching strategies/best practices; e.g., models of teaching, case studies, student presentations/ demonstrations, service-learning, community-based learning, career and work-related dilemmas, and home/family-learning experiences • Varies lessons to include a variety of sense modalities, such as, hands-on activities, independent thinking, small group work, field-trips, large group discussion, cooperative learning, simulations, and learning games

Wisconsin Standards for a Quality Program in Family and Consumer Education (FCE)
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Standard	Illustrative Documented Evidence	
Curriculum, Instruction, and Student Assessment *continued*		
Standard 12 Educator(s) creates a responsive, asset-based climate conducive to classroom community and student learning and development.	• Provides student input into development of classroom norms and procedures • Models respect for diversity and human dignity • Conducts student written evaluations of classroom climate and environment • Encourages student commitment to learning • Focuses on process as well as content	• Sets, communicates, and enforces appropriate behavioral standards with logical consequences • Develops "circles of trust" encouraging a sense of safety and comfort expressing ideas and feelings • Actively involves parents and other community members in the classroom • Encourages student development of positive values, social competencies, and positive identity • Upholds high expectations and encourages students to do well
Standard 13 Standards-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.	• Uses assessment tools with standardized procedures and scoring rubrics • Encourages students to take increasing responsibility by providing evidence that documents learning and development • Involves students in establishing criteria and developing rubrics for assessing their work	• Provides opportunities for self-reflection and peer assessment • Implements authentic, performance-based assessment devices and tools; e.g., student presentations, demonstrations, portfolios, anecdotal records, inventories, observations, surveys, action studies and research, and interviews

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Program Evaluation		
Standard 14 Periodic program evaluation(s) provides meaningful information used to improve the quality of teaching practices and programs.	• Plans for ongoing program evaluation • Uses *Wisconsin Standards for Quality in FCE* as a framework for periodic self-assessment and planning • Prepares an end-of-year report that incorporates results of program evaluation-planning • Writes grant applications to address program areas that need improvement	• Conducts graduate and employer follow-up studies • Provides curriculum, instructional, facility, and staffing updates based on the results of ongoing program evaluations to improve the program • Presents evaluation results to appropriate audiences, such as, administration, guidance, school board, parents, students, and community partners • Prepares opportunity-cost analyses
Quality School(s)		
Standard 15 Proactive educator(s) works with others to form policy and practices that enhance the school environment and improve student learning and development. **Standard 16** Educator(s) contributes to reform efforts designed to improve schooling experience and successfully educate *all* students.	• Maintains appropriate class size for laboratory and classroom activities • Documents participation in committee work with stakeholders, such as, HGD advisory board, health and safety, career education, personal finance, and information technology committees • Participates on integrated and applied instruction teams • Contributes ideas at professional meetings and conferences • Attends and presents at state, school board, district, and school committee meetings • Shares practical reasoning expertise to frame decisions regarding reform	• Participates actively in mission, vision, and rationale development and strategic planning • Documents participation of special populations; e.g., gender, ethnicity, EEN, race, school-aged parents, English Language Learners, ADA, poverty, and gifted and talented • Represents FCE on decision-making teams in the school and district • Serves as a mentor to colleagues and/or supervises student teachers • Networks informally with school board members, administrators, colleagues, and community members • Presents at staff in-services

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Parent and Community Involvement		
Standard 17 Educator(s) establishes collaborative relationship/partnership(s) to ensure successful outcomes for *all* students.	• Utilizes community resources for classroom speakers; e.g., advisory boards; field trips; job shadowing; mentors; FCCLA co-curricular activities, regional, state, and national meetings • Engages in internships/externships • Participates in civic organizations	• Provides services to and seek services from parents, other community members, and organizations • Implements community service and service-learning projects • Develops partnerships with other educational institutions
Standard 18 A representative advisory council assists educator(s) with program planning, improvements, and promotion.	• Maintains diverse makeup of advisory council representative of community • Prepares advisory council minutes • Obtains advisory council support and resources	• Considers and implements advisory council recommendations • Maintains a regular meeting schedule • Documents improvements to curriculum and facilities
Program Resources		
Standard 19 A modern curriculum is supported by facilities, furniture, equipment, technology, materials, and supplies that are readily accessible, up-to-date, safe, well-maintained, and meet the student's instructional needs.	• Develops a safety plan, including checklists for facilities • Maintains information on the Accessible Material Safety Data Sheet (MSDS) • Cooperates with fire and health department for regular safety and sanitation checks • Keeps regular maintenance checklists to ensure that maintenance is completed	• Maintains universal accessibility checklist for facilities • Posts safety and sanitation policies and procedures • Incorporates units of instruction on safety and sanitation in the curriculum • Develops scheduled replacement plan for appliances, technology, and equipment
Standard 20 Effective resource management strategy(ies) is used to achieve program goal(s) (given an adequate annual budget and time to address program needs)	• Prepares and analyzes the department budget • Maintains appropriate fee structures when compared with neighboring districts and comparable departments • Maintains a resource management or allocation plan	• Participates in FCCLA budget preparation and fundraising activities • Participates actively in the budgeting process • Conducts budget, inventory control, and opportunity-cost analyses

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Standard	Illustrative Documented Evidence	
Legal Requirements		
Standard 21 Program(s) operates in compliance with all legal mandates emanating from federal and state constitutional and statutory provisions, state and local school board policies, negotiated and individual contracts, and judicial rulings.	• Reviews board policy on challenges to curriculum, including discussion of controversial issues in FCE classrooms • Participates in review of *Faculty Handbook* • Follows policies and procedures for job shadowing • Uses third party (critical friend processes, guidance, administration) to insure fairness of classroom practices, such as, use of fair discipline strategies and techniques • Follows safety and sanitation laws and regulations • Follows policies and procedures for field trips and student transportation • Follows policy on reporting child abuse, sexual activity of minors, and other health concerns • Follows statutes and policies related to equity and diversity	• Participates in annual review of *Student Handbook* and district policies on use of the internet • Follows training agreements and *Rules and Regulations* for work-based learning • Reviews department/teacher policies and procedures • Follows child labor laws for work-based learning programs • Complies with criminal background check requirements for assistant childcare teachers (ACCT) • Follows policy on confidentiality of records • Complies with SIDS training requirements for Child Care Services (ACCT, Infant and Toddler, and CCT programs) • Follows employee work rules